Our School Mission

Excellence
Respect
Inclusion
Creativity
Critical Thinking
Global Citizenship

The college nurtures positive, respectful relationships between students, staff, parents and the broader community. This approach ensures that individual integrity and dignity remain intact at all times.

The college promotes a learning community atmosphere that enables students to experiment, take risks, make mistakes, achieve and excel with their learning in a safe and supportive environment.

All Staff work together as a professional learning community to ensure the best outcomes for all students. Evidence-based practice, differentiation and a high level of personal and system accountability are paramount.

Our School Philosophy

Officer Secondary College's philosophy is centred on learning and relationships and is reflected in our motto 'Learning Together; Learning to Lead; Together we Inspire’

- We believe learning is maximized when it takes place in an environment enriched with high expectations, personalisation, challenge, inclusion and support.

- We promote and celebrate the pursuit of lifelong learning and are committed to nurturing the ‘whole’ person. We recognize the importance of equipping our students with the social and emotional skills that will enable them to compete on the world stage. Building high self-esteem, learning confidence and respect for others are central to this.

- We believe that all students can learn, be critical thinkers and independent learners through personalized learning, personal endeavor and commitment.

- We recognize and value the uniqueness and potential of each individual. A diverse curriculum, varied teaching styles, diverse learning environments and an extensive array of opportunities are available to all students.

- We encourage and cultivate independent thought and promote the building of character. This enables students to contribute in their communities in a meaningful and positive way.
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Dear Parents and Students

You are embarking upon a critical phase in your educational journey as you prepare to select your Later Years (Year 10-12) pathway. Transitioning into this phase is very exciting, but can also be daunting. It requires you to think about the future:

- What careers am I interested in?
- What are my strengths and what my interests?
- What university and TAFE colleges offer the courses am I interested in?
- What subjects are prerequisites (or required) to enter those courses?

The purpose of this handbook is to provide information to all stakeholders about the structure of the Year 11-12 courses, including core and elective subjects being offered in VCE, VET and VCAL.

To assist them with this process, students will be given access to course counselling and advice. For parents, it is vital that you engage in a discussion with your child about their career pathways and reflect upon these things when selecting subjects. It is crucial that you carefully consider all options before you select your Year 10 course. Consider Year 10 electives as ‘tasters’ for particular VCE subjects, and choose subjects that are similar to those you might be considering in VCE.

Officer Secondary College offers curriculum that embeds the core competencies that underpin deep learning, and provides the requisite skills for future-ready young people - who are critical and creative thinkers. The college has high expectations for all learners, and students will continue to apply the skills required to monitor their own learning and to set aspirational goals in whatever pathway they choose.

At Year 10, selected students will be offered an Early Access pathway into the Victorian Certificate of Education (VCE) and Vocational Education & Training (VET). Identification of these students, and discussions with them and their parents, will begin prior to the final subject selection process. Please consider carefully the advantages that Early Access provides to students:

- It launches their VCE course a year early,
- Gives students an understanding of the workload required for success in VCE/VET
- May provide an advantage in receiving extra points towards their Australian Tertiary Admission Rank (ATAR).

The College will offer a Foundation level course that provides an alternative pathway for a select group of students into VCAL. This is a vocational pathway, and the courses that sit within it, aim to provide these students with the additional opportunity to refine Foundation Level Literacy and Numeracy skills and introduce students to basic and preparatory knowledge and employability skills. (Students within the Foundation Level course may still access VCE.)

Please read this handbook prior to attending the COMPULSORY Year 10 Information Evening to ensure that you have a full understanding of the information and instructions it contains.

If you require any further assistance prior to the Year 10 information evening, or throughout the Course Selection process, please contact Ms. Krysten Andrews, Later Years Leader on 59424000. You may also like to make an appointment with the College’s Careers Advisor, Ms. Kate Weymouth who can also be contacted on 5942400.

Michaela Cole
Principal
LEADERSHIP TEAM
Principal: Mrs Michaela Cole
Assistant Principal-Curriculum: Mrs Elizabeth Godwin
Assistant Principal-Learning Culture: Mr Hamish Moffett
Assistant Principal-Teaching and Learning Excellence: Mr Lachlan Yeates

CURRICULUM LEADER
Curriculum Leader: Mrs Brianna Bastin
Curriculum Leader: Ms Krysten Andrews

CURRICULUM LEADERS (current)
Mathematics: Ms Kate Weymouth
Science: Ms Megan Feore
English: Ms Krysten Andrews & Ms Nicola Studd
Humanities: Ms Elyssa Noble
Arts: Mrs Kerrilee Pearson
Technology: Ms Michelle Dowsett
Health and Physical Education: Mr Jack Deen
LOTE-Chinese: Ms Serena Gu

SUB SCHOOL LEADERS
Perkins and Chisholm: Mr Marc Fleming
Florey and MacKillop: Ms Natasha Glaister
Monash and Paterson: Mr Beau Rawlyk

LEARNING COMMUNITY LEADERS (current)
Perkins: Mr Broady Kata
Chisholm: Mr Rhyland Legg
Florey: Mr Willem Louw
MacKillop: Ms Rhiannon Jacobs
Monash: Ms Tracey Collie
Paterson: Mr Steve Tjepkema
In Victoria, secondary school students have a choice of two senior secondary certificates. Both of these enable the satisfactory completion of secondary schooling. Both of these certificates are administered and regulated by the Victorian Curriculum and Assessment Authority (VCAA).

The two certificates are the VCE and VCAL.

**VCE: The Victorian Certificate of Education**

The VCE is a certificate that acknowledges the successful completion of Years 11 and 12. VCE provides a pathway to further study at University, Technical and Further Education (TAFE) as well as to employment. Through the design of courses, VCE caters for a wide variety of student ability and interest. The standards-based assessment system is designed to generate a score (ATAR) usable for tertiary entrance. This includes assessments as part of each study design which includes School Based Assessment and Examinations. The only compulsory subject in VCE is a study of English. VCE study designs also provide opportunity to complete detailed study in a variety of areas across all areas of the curriculum. Year 12 VCE assessments are conducted under the VCAA conditions and include examinations. After all assessments, each subject will be granted a numeric assessment (Study Score) which is the basis for the generation of an ATAR (Australian Tertiary Admission Rank). The ATAR is used as the basis for entry to many university courses and a large number of TAFE courses.

**VCAL: The Victorian Certificate of Applied Learning**

VCAL is also an accredited senior secondary school certificate undertaken in Years 11 and 12.

Officer Secondary College offers Intermediate VCAL which is offered at Year 11 and Senior VCAL offered at Year 12. The preparatory course-Foundation studies is offered at Year 10.

VCAL is designed to cater for any students who wish to acquire skills that will provide a pathway towards further vocational training or employment. VCAL has Competency-Based Assessment which is not centered around testing and examinations. This course does not provide numeric assessment and does not provide the basis for the generation of an ATAR. The VCAL certificate can lead to tertiary studies through completion of further certificates or diploma/degree based courses. Those students who do VCAL are more likely to be pursuing a pathway in training at TAFE, doing a traineeship or apprenticeship, or gaining employment at the completion of their schooling. The VCAL is a hands-on, vocationally oriented option for students. The VCAL course is focused on the development of skills related to work and industry specific skills. An ongoing focus on Literacy and Numeracy is a compulsory aspect of the course and VCAL also includes a Personal Development Strand. These aspects of the course are completed at school whilst Work Related Skills is delivered through a structured workplace placement 1 or 2 days per week. The Industry Specific Strand can be completed through a VET option.
VET Studies

VET- Vocational Education and Training

Vocational Education and Training as part of a VCE and VCAL allows students to include vocational studies as part of their course. Once successfully completed, VET Programs lead to a nationally recognised qualification thereby offering students the opportunity to gain both the VCE/VCAL and a nationally portable VET qualification.

There are several levels of VET courses and these are offered as part of the senior school.

Certificate II- are generally a one year course (Year 10)

Certificate III- are generally 2-year course commencing at Unit 1 and 2 or Intermediate VCAL.

(These will be offered on-site at Officer Secondary College or are taught at TAFE institutions)

VET programs aim to:

• Increase the options available for students to participate in vocational education and training during their secondary schooling,

• Enhance both employment and education for young people by developing partnerships between schools and employers,

• Provide students with the option of undertaking a broad range of studies to meet their individual needs

• Respond to the needs of industry by providing young people with a greater range of more relevant skills.

Parents should be aware that the cost for student enrolment in VET Courses is determined by the College or outside service provider, and varies from course to course. This cost is met by parents and is in addition to college fees. Students completing a Certificate III course can complete

• The contribution of a Scored VCE VET program is as follows:

• Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequences.

• The study score will contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

• A contribution to the ATAR is subject to receiving a study score

• Students may choose not to receive a study score; however, in that case they will not be eligible for any ATAR contribution from the Units 3 and 4 sequences of that scored VCE VET program.

(http://www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx)
Higher Education Studies

**Higher Education - Tertiary Studies**

VCE-Very Capable Year 12 students have the opportunity to extend their learning in a specific subject area by completing a first-year standard university subject as part of their Year 12 program. University studies at Year 12 are endorsed by VCAA. Students who successfully complete an extension study can have this included as their sixth VCE study and can be included in the calculation of their ATAR.

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3–4 sequence without a study score
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

(VCAA has issued the following student eligibility guidelines for students:

- Studies are designed for independent high achieving students
- Students should have an active enrolment at a VCE level and have completed at least one Unit 3 and 4 study
- Students have achieved a high study score for VCE preparatory study and/or prerequisite of the Higher Education study in a previous year.

(http://www.vcaa.vic.edu.au/Pages/vce/studies/studiesextension.aspx)
The critical focus of Year 11 is to prepare all participating students for their final year of secondary education. During this year, students refine their academic skills in a wide range of areas. Students need to ensure that they complete work to a high academic standard that meets the criteria of the study design for the subject area.

Students are expected to be responsible for their own learning and further develop the ability to work as an independent learner. When selecting their Unit 1 and 2 subjects, students are responsible for selecting their own academic focus targeted toward their own interests and abilities.

Officer Secondary College will provide guidance with subject selections but students are encouraged to attend University Open Days to gain further advice on subject selections.

Selections are finalized after consideration of academic ability, personal interests, career pathways, further study pre-requisite requirements and availability of subjects.

The Learning Community Leaders, Teachers and Sub-School leaders provide additional support for students throughout the academic year.

Students are expected to attend a course counselling appointment as part of the subject selection process to assist in developing a pathway to further study.

During the year, students are encouraged to continue involvement in co-curricular activities such as: sport, the arts, college productions, leadership activities to maintain a balanced approach to the school year.
Year 12

Year 12 is a significant academic year for all students. Students are required to approach their studies with commitment and to prepare fully for all assessment including End of Year Examinations.

All students are also expected to demonstrate leadership even if they do not hold a formal leadership position at the college. As a role model for the junior students, involvement in all aspects of college life is expected. Participation and leadership in co-curricular activities can also provide a necessary additional focus to academic studies. Some Universities cite this as an advantage when seeking entry into their institution.

Students at Year 12 will be provided with support by teachers, curriculum leaders, careers counsellors, well-being and Learning Community staff. All students are encouraged to access support should they require this throughout the year.

Academically, subject choice decisions can have a direct influence on future course and career options. All students will have timetabled study lessons and it is expected that effective use is made of this class-time. Students can access the resource centre or learning community area during these times.

Year 12 program includes:

- Unit 3 and 4 English study
- Four subjects-Units 3 and 4, Higher Education Studies, VET
- Study lessons (4 per week)
- Study/support sessions (Wednesday and Friday morning)
- Learning Community (Monday morning)

VCE Studies at Officer Secondary College are offered on the understanding that each subject must have sufficient student numbers for a class to be offered. Studies with insufficient student demand will be withdrawn. In some subject areas distance education may be an option considered by the College. In selecting courses students should be aware of the advice, published by VCAA. Students may enter studies at the level of Unit 1, 2 or 3. In some studies, it is advised that students complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or/and be willing to complete preparatory tasks. Subject advice is published in the study design for each study. Units 3 and 4 are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of a study. In some instances, the Officer Secondary College will recommend Units 1 and 2 have been successfully completed before commencing Units 3 and 4. Parents and students should discuss these recommendations further during course counselling opportunities.

Learning Together: Learning to Lead. Together we Inspire
Terms Used In This Document

**VCE** refers to the Victorian Certificate of Education

**SAC** refers to School – based Assessed Coursework, used to determine the satisfactory completion of outcomes within units.

**SAT** refers to School - based Assessed Tasks

**SCORED VET** is selected VCE VET programs have a study score component based on the designated Units 3 and 4 sequence of their program. For scored VCE VET programs, the study score is calculated using assessments of each student’s levels of performance. Judgments about each student’s level of performance are based on evidence from two sources:
- school-assessed coursework – a set of coursework tasks set by the assessor
- an examination set by the VCAA.

**VET** is the Vocational Education and Training in Schools program

**ATAR** is the Australian Tertiary Admission Rank used by tertiary institutions to select students for courses

**VCAA** is the Victorian Curriculum and Assessment Authority that administers the VCE

**VCAL** is the Victorian Certificate of Applied Learning

**VTAC** is the Victorian Tertiary Admission Centre that is responsible for calculating a student’s ATAR score. VTAC also administers tertiary selections.
VCE Requirements

SATISFACTORY COMPLETION OF A PROGRAM

Award of the VCE Certificate

To gain their VCE, Students are required to satisfactorily complete a minimum of 16 Units.

This must include:

- At least three Units of English. This requirement can be met by gaining an “S” for at least one Unit from English Units 1 and 2, and both Units 3 and 4 of either English or Literature.
- At Year 12: An additional three Unit 3/4 sequences of studies other than English, which may include other English sequences once the English requirement has been met. [NB: The VCE/VET Studies count for four Units if taken in Years 11 and 12 (like any other VCE Study)].

ASSESSMENT IN THE VCE

SATISFACTORY COMPLETION OF UNITS 1 - 4:

For satisfactory completion of a Unit, a student is required to demonstrate achievement of each of the outcomes for the Unit that are specified in the Study Design. The decision about Satisfactory Completion of outcomes is based on the teacher’s assessment of the student’s performance on each of the work tasks designed for the Unit. The student receives an “S” for a Unit when all outcomes are achieved satisfactorily.

To achieve an “S” for an outcome, a student is required to:

- Produce work that meets the required minimum standard for each task. (Students will be given the opportunity to re-sit or resubmit work in order to achieve this minimum standard if necessary).
- Submit work on time.
- Submit work that is clearly their own. (the College has a plagiarism policy)

- Observe the VCAA and school rules (including attendance). If one or more learning outcome is “N” (Not Satisfactory) then the overall result for the unit will be “N”.

Attendance in class is critical to the completion of the VCE. VCAA requires that a student attend sufficient class time to complete work. Officer Secondary College has an attendance requirement of 90% for satisfactory completion of VCE units for the Unit. That is, no more than 10% of classes can be missed without an Approved Absence.

Breach of these rules may result in the awarding of an “N”

APPROVED ABSENCE

An approved absence would include events such as excursions, sport and community service. Examples of approved absences are:

- Absence due to a medical reason supported by a medical certificate (issued on the day of absence);
- Interschool Sport; State or National Sport Representation
- Appointments with staff members e.g. Learning Community Leader or Counsellors;
- Excursions or Incursions;
- Preparation for College events e.g. Production, the Musical and Instrumental program;
- Student Leadership Meetings;
- VET/VCAL; and/or Work Placements.

Other absences require written application to the Principal for approval. The College does not approve extended absences, especially for holidays, during term time. Any student who has an unapproved absence when a formal assessment is being conducted will not be afforded the opportunity to re-sit. NB: Satisfactory performance in end of Semester Examinations is a necessary pre-requisite for promotion.
VCE Requirements

ASSESSMENT OF LEVELS OF PERFORMANCE UNITS 1-4

Units 3 and 4: In each Study at the Unit 3 and 4 level there will be ungraded School Assessed Coursework, graded School Assessed Coursework and an external examination. Studies may consist of School-Assessed Tasks (SATs) and School-Assessed Coursework (SACs).

- **School-Assessed Coursework (SACs)** apply in most VCE Studies. Graded SACs may be tests, essays, practical work or extended analysis tasks over a number of periods, and contribute to a study score in each study. Ungraded School-Assessed Coursework (Work Tasks) do not contribute to the final grade, however, are critically important as Students need to complete each of the Work Tasks to provide evidence of meeting the outcomes in order to achieve an “S” in each Unit.

- **School Assessed Tasks (SATs)** apply in the following studies: Visual Communication Design, Product Design & Technology, Studio Arts, Systems Engineering and Media.

The graded assessments are used to produce a Study Score out of 50 for each Study.

Units 1 and 2: In Units 1 and 2 the graded and ungraded School Assessment Coursework are similar in nature to those in Units 3 and 4 of the corresponding Study. The marks awarded in Units 1 and 2 are not reported to VCAA but will be shown on the Officer Secondary College reports. For Units 1 and 2, only the “S” or “N” is reported to VCAA at the end of each Unit.

STUDY SCORES AND ATAR – YEAR 12

On completion of each Unit 3 and 4 study, the overall achievement for the study is calculated and reported by the VCAA as a Study Score (Relative Position).

A scale of 0 to 50 is used to rank students. This shows the student’s achievement relative to that of all other students undertaking that subject within Victoria. In order to obtain a Study Score, a student must have satisfactorily completed all Outcomes in both Units 3 and 4 of that subject and completed all assessment tasks, including the examination(s) for that study.

As part of the national scheme to allow students in all states access to universities and tertiary courses, a student’s ATAR (Australian Tertiary Admission Rank) is calculated from the student’s scaled Study Scores for individual subjects.

Scaling is used to take into account the varying difficulty of each subject.

This task is undertaken by the Victorian Tertiary Admissions Centre (VTAC).

The ATAR is calculated by combining the Scaled Score from:

- English, Literature or EAL result
- Next three best results which may include a VET study
- 10% of the fifth score, and
- 10% of a sixth score if available

OR

- English, Literature or EAL result
- Next three best results which may include a VET study
- 10% of a fifth study, and
- An increment between 3 and 5.0 of a university extension study (depending on student performance)
VCAL Requirements

SATISFACTORY COMPLETION OF A PROGRAM – AWARD OF A VCAL CERTIFICATE

The nominal duration of each VCAL certificate (e.g. Intermediate—Year 11 / Senior—Year 12) is 1000 hours which requires Students to meet a 95% attendance to attain a VCAL qualification.

At Officer Secondary College a student’s VCAL program is based on a fulltime enrolment and includes their participation in VCAL classroom learning, VET and Structured Workplace Learning.

A student’s VCAL learning program includes each of the four strands – Literacy and Numeracy, Personal Development, Work Related Skills and Industry Specific Skills (generally VET).

At the Intermediate level, Students undertake a VET that aligns with their work placement. A student is awarded a Certificate when they gain credits for 10 Units that fulfill the minimum requirements for a student’s learning program.

A credit is gained for successful completion of a Unit of Study.

A Unit of Study can be:

- 1 VCAL unit.

- 1 VCE/VET unit (approximately 100 hours for VET modules/units of competence and/or Further Education (FE) modules). Each Unit of study is justified against the purpose statement for one of the four VCAL curriculum strands. A student’s VCAL learning program also includes:
  - At least one Literacy unit.
  - At least one Numeracy unit.
  - At least one unit from the Industry Specific Skills strand (at the Intermediate and Senior levels this need to include a unit of study from a VET qualification).
  - At least one unit from the Work-Related Skills strand

ASSESSMENT IN VCAL

Assessment in VCAL is conducted through the use of learning activities which often integrate tasks between strands. It relies on students achieving competency in a range of non-sequential skills and will require learning outcomes to be repeated within numerous learning activities. Assessment is recorded as either ‘C’ (competent) or ‘NYC’ (not yet competent).

Competency refers to the knowledge, skill or attitude that enables students to effectively perform the skills, activities or functions taught to the standards expected in employment. Competency is developed over time and must have been assessed on numerous occasions in various situations. Competence is a gradual and individual process but it must be achieved in all Learning Outcomes in order for a Unit credit to be awarded.

THE FOLLOWING POINTS ARE IMPORTANT FOR UNDERSTANDING ASSESSMENT IN VCAL:

- The learning outcomes for the VCAL Units are not designed to be taught one at a time or in isolation from each other. The learning outcomes should be viewed holistically in the context of a project or thematic activity. Assessment tasks should therefore reflect the scope of the learning outcomes and may include evidence that is collected over a period of time.

- Evidence of student achievement will be collected as it occurs through ongoing assessment approaches, usually through the development of a portfolio. Teachers will need to be able to observe and collect evidence at different times for different students in some cases.
VCAL Requirements

- Students will be engaged in projects. The program should be designed so that projects or activities holistically link up a number of learning outcomes at the one time. Each project will provide opportunities to collect evidence of achievement of the learning outcomes.

- Assessment can occur at any time during the Unit when the student and teacher are confident that the student is able to demonstrate successful completion of the learning outcome/s. The assessment schedule can be discussed and negotiated in advance during the program.

- The context of the assessment should match the context of the learning program and be consistent with the purpose statement of the VCAL unit. The assessment should be reliable.

- This means that if a student is assessed against the learning outcome on a number of occasions, the results should be consistent.

- The assessment criteria are provided to further describe the learning outcomes and are intended as a guide for teachers to ensure consistency in the way learning outcomes are interpreted and assessed. It is the learning outcome that must be achieved. Evidence for each assessment criterion does not need to be collected.

THE LEVEL OF A VCAL UNIT ASSESSMENT TASK SHOULD BE DETERMINED BY:

- The level of a teacher support and supervision required.

- The complexity of the literacy, numeracy and independent learning skills that the student would need to apply to the task. All assessment tasks should be consistent with the purpose statement of the VCAL curriculum strand for which they are designed. Rather than traditional test-based assessments, units are designed around project-based activities that integrate learning outcomes within a context or thematic approach.
VCE/VCAL

NOT SATISFACTORY VCE UNIT RESULT.
The student receives an N for the unit when one or more of the requirements listed are not achieved:

- The work does not demonstrate achievement of the outcomes.
- The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated.
- There has been a substantial breach of rules.

REDEMPTION POLICY.
If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements.

A student may only submit further evidence, or resubmit a School-based Assessment, for reconsideration to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score. However, the school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

If a student is required to complete a redemption of a SAC these will be completed on a Thursday afternoon after school. Students and families will be notified via COMPASS of the requirement to complete this task.

TIMELINES AND DEADLINES
Officer Secondary College will notify students and families of the due dates of all assessments for Unit 1 to 4 work. This will be via COMPASS and the College Assessment Schedule. Students should ensure that all deadlines are met and medical certificates are supplied for any absences. The Later Years Curriculum Leader will oversee this process. If a student does not submit work by the due date without a medical certificate, the school may refuse to accept the work and award an “NA” (Not Assessed).

AUTHENTICATION
Rules for authentication of School-assessed tasks and School-assessed coursework: (as stated in the VCE and VCAL Administrative Handbook 2018)

Students need to be aware it is their responsibility to ensure the teacher has no difficulty authenticating their work. Teachers cannot authenticate work about which they have doubts or have not seen in progress, until further evidence is provided. The onus is on the student to provide evidence that the work was completed in accordance with the VCAA’s requirements.

Accordingly, students should see that they follow these rules:

- School Assessed Tasks and School Assessed Coursework is genuinely his or her own.
- A student must acknowledge all resources used, including:
  - Text, websites and source material.
  - The name(s), status of any person(s) who provided assistance and the type of assistance provided, including tutors. Students should utilize the Officer Secondary College referencing template.
- A student must not receive undue assistance from any other person in the preparation and submission of work.
ACCEPTABLE FORMS OF ASSISTANCE INCLUDE:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student, used in context and referenced.
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

UNACCEPTABLE FORMS OF ASSISTANCE INCLUDE:

- Use of, or copying, another person’s work or other resources without acknowledgment.
- Corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study.
- A student who knowingly assists other students in a Breach of Rules may be penalised.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

SPECIAL PROVISION

The underlying principle of VCAA Special Provision is to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. The objective is, as far as possible, to remove the barriers to a student demonstrating his or her capabilities in a particular study when their learning or assessment programs are affected by illness, impairment or personal circumstances.

In Year 10 and 11 special conditions required in order to properly attempt a SAC/SAT or Exam will be decided by Officer Secondary College. Students in years 10 and 11 should see the Later Years Curriculum Leader for a ‘Special Arrangements Application Form’ if they need special consideration during exams or for SACs.

In the case of Year 12 unit 3 & 4 studies, the decision also involves VCAA.

At Officer Secondary College special provision is available to students completing the VCE, for classroom learning, School-assessed Coursework and VCE External Assessment.

This includes:

- Curriculum Delivery, classroom learning and School Based Assessment (determined by the school).
- VCE external assessment (including GAT) and special examination arrangements (responsibility of VCAA).
- Derived examination scores (only applicable if circumstances occur immediately before, two weeks prior, or during the examination period).

Special Provision arrangements allow schools and the VCAA to acknowledge that a student has completed work under the conditions of significant hardship. Students should ensure that any hardship is communicated to the college to enable applications and provision can be implemented as early as possible.

Significant hardship may include:

- an acute or chronic illness
- an impairment or disability, including learning disorders
- environmental factors (including family problems)
Such students may be assisted by:
- extra time to complete work
- assistance from aides
- alternative forms of assessment
- special arrangements for completing examinations

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit. It is expected that students absent from school for prolonged periods still comply with the school’s authentication procedures to demonstrate that they have completed the work and that the work is their own.

INTELLECTUAL DISABILITY

The Principal has the discretion to approve the enrolment of students with an intellectual disability. The Principal is responsible for advising students of the likelihood of successfully achieving the published unit outcomes and for deciding appropriate arrangements at the school level. However, students will not be granted Special Examination Arrangements on the grounds of an intellectual disability.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

As the satisfactory completion of an English study is a compulsory requirement for achieving the VCE, students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired may have access to EAL status.

Students who apply for EAL status should ensure that they notify the college and also indicate this on their Student Personal Details form. However, identifying for EAL status does not automatically successfully as EAL and an appointment to discuss this pathway should be made with the college.

Students who have been granted EAL status on the basis of unfamiliarity with the English language are not eligible for Special Provision on this basis alone, unless they qualify for EAL status because of a hearing impairment.

STUDENTS WITH HEARING IMPAIRMENT

Students seeking EAL status on the grounds of hearing impairment must:
- produce evidence of a hearing test administered by the Australian Government Hearing Services Program, or an equivalent body, not more than two calendar years prior to the year of enrolment in a Unit 3-4 sequence.
- have been ascertained by the Visiting Teacher Service as being eligible for assistance on the basis of hearing impairment, or be enrolled in a school for the hearing impaired or a recognised unit or facility for the hearing impaired attached to a regular school.
## SUBJECTS BY KEY LEARNING AREA AND YEAR LEVEL

### ENGLISH

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core English</strong></td>
<td>Standard English</td>
<td>Standard English</td>
<td>Standard English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td><strong>HAP English</strong></td>
<td>HAP English</td>
<td>HAP English</td>
<td>Advanced English</td>
<td>English/Literature</td>
<td>English/Literature</td>
</tr>
<tr>
<td>Elective Introduction to Literature</td>
<td>Elective Literature</td>
<td>Literature</td>
<td>Literature</td>
<td><strong>English as an Additional Language (selected students ONLY)</strong></td>
<td><strong>English as an Additional Language (selected students ONLY)</strong></td>
</tr>
</tbody>
</table>

### HEALTH AND PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Health and Physical Education</strong></td>
<td>Core Health and Physical Education</td>
<td>Elective Mind, Body and Spirit</td>
<td>Core Health and Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Elective Sporting Excellence 1</td>
<td>Elective Introduction to VCE PE (Sporting Excellence 2)</td>
<td><strong>Sport</strong></td>
<td><strong>Sport</strong></td>
<td>Elective Choice Competitive Sports / Lifelong Sports</td>
<td>Elective Choice Sport and Leadership</td>
</tr>
<tr>
<td>Certificate III Sport and Recreation</td>
<td>Certificate III Sport and Recreation</td>
<td><strong>Sport</strong></td>
<td><strong>Sport</strong></td>
<td>Certificate III Sport and Recreation</td>
<td>Certificate III Sport and Recreation</td>
</tr>
<tr>
<td>Introduction to VCE Health and Human Development</td>
<td>Health and Human Development</td>
<td><strong>Sport</strong></td>
<td><strong>Sport</strong></td>
<td>Certificate III Health Services Assistant</td>
<td>Certificate III Health Services Assistant</td>
</tr>
</tbody>
</table>

**NOTE**: Students from Year 7 will undertake STEM related studies from 2019.
## SUBJECTS BY KEY LEARNING AREA AND YEAR LEVEL

### HUMANITIES

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Humanities</td>
<td>Core Humanities</td>
<td>Core Humanities</td>
<td>Humanities-1 semester</td>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Business</td>
<td>Certificate II or III Business</td>
<td>Certificate II Business</td>
</tr>
<tr>
<td>HAP Humanities</td>
<td>HAP Humanities</td>
<td>Elective History Through Cinema</td>
<td>Global Empires</td>
<td>History Revolutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective Environmental Change</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective Introduction to Business</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
</tbody>
</table>

### LOTE-CHINESE

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Chinese</td>
<td>Core Chinese</td>
<td>Elective- Chinese full year</td>
<td>Elective- Chinese full year</td>
<td>Chinese second Language</td>
<td>Chinese second Language</td>
</tr>
<tr>
<td>Core Chinese</td>
<td>Core Chinese</td>
<td>Elective- Chinese full year</td>
<td>Elective- Chinese full year</td>
<td>Chinese Language Culture and Society</td>
<td>Chinese Language Culture and Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Applied Languages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MATHS

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAP Maths</td>
<td>HAP Maths</td>
<td>HAP Maths</td>
<td>Advanced Maths</td>
<td>Maths Methods</td>
<td>Maths Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective STEM Robotics</td>
<td>Specialist Maths</td>
<td></td>
</tr>
<tr>
<td>Core Maths</td>
<td>Core Maths</td>
<td>Standard Maths</td>
<td>Standard Maths</td>
<td>General Maths</td>
<td>Further Maths</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Foundation Maths</td>
<td>Foundation Maths</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Students from Year 7 will undertake STEM related studies from 2019.
# Curriculum Pathways From Year 7 to 12

<table>
<thead>
<tr>
<th>SUBJECTS BY KEY LEARNING AREA AND YEAR LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMING ARTS</strong></td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Performance-Dance/Drama</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Performance-Dance/Music</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Performative Dance</td>
</tr>
<tr>
<td>Year 11</td>
</tr>
<tr>
<td>Unit 1 and 2</td>
</tr>
<tr>
<td>Year 12</td>
</tr>
<tr>
<td>Unit 3 and 4</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Core/HAP Science</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Core/HAP Science</td>
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<tr>
<td>Year 9</td>
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<tr>
<td>Core/HAP Science</td>
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<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Core Science</td>
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<tr>
<td>Year 11</td>
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<tr>
<td>Unit 1 and 2</td>
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<tr>
<td>Year 12</td>
</tr>
<tr>
<td>Unit 3 and 4</td>
</tr>
<tr>
<td><strong>TECHNOLOGY - FOOD</strong></td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Food Technology</td>
</tr>
<tr>
<td>Year 8</td>
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<tr>
<td>Food Technology</td>
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<td>Year 9</td>
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<tr>
<td>Elective</td>
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<td>Year 10</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Year 11</td>
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<tr>
<td>Unit 1 and 2</td>
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<tr>
<td>Year 12</td>
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<tr>
<td>Unit 3 and 4</td>
</tr>
</tbody>
</table>

**NOTE:** Students from Year 7 will undertake STEM related studies from 2019.
## Curriculum Pathways From Year 7 to 12

### Subjects by Key Learning Area and Year Level

#### Technology - Materials

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Materials</td>
<td>Elective</td>
<td>Mechatronics</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Introduction to</td>
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<td></td>
<td></td>
<td>Electronics</td>
<td></td>
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<tr>
<td>Metal Technology</td>
<td>Product Design</td>
<td>Product Design</td>
<td>Product Design</td>
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<td>and Technology:</td>
<td>and Technology:</td>
<td>and Technology:</td>
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<td>Wood</td>
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<td></td>
<td>Technology</td>
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<td>Systems Engineering</td>
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<td></td>
<td>Systems Engineering</td>
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<td></td>
<td>Certificate II</td>
<td>Engineering studies</td>
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</tr>
</tbody>
</table>

#### Technology - Digital

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT Ready - 1</td>
<td>ICT Ready - 2</td>
<td>Media</td>
<td>Media</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td>Media Art -</td>
<td></td>
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<tr>
<td>Digital Film</td>
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<tr>
<td>and Photography</td>
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<tr>
<td></td>
<td>Media</td>
<td>Media</td>
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<td>Media</td>
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<td></td>
<td>Media</td>
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<td>Media</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Visual Arts

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Visual</td>
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<td></td>
</tr>
<tr>
<td>Communication</td>
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</tr>
<tr>
<td>and Design</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Note:

Students from Year 7 will undertake STEM related studies from 2019.
<table>
<thead>
<tr>
<th>VCE</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHWAYS</td>
<td>4 lessons per week each subject</td>
<td>4 PERIODS PER WEEK</td>
</tr>
<tr>
<td>VCE</td>
<td>Semester One - Unit 1</td>
<td>Semester Two - Unit 2</td>
</tr>
<tr>
<td>English</td>
<td>OR/AND</td>
<td>Literature</td>
</tr>
<tr>
<td>Foundation English</td>
<td>OR/AND</td>
<td>OR</td>
</tr>
<tr>
<td>Literature</td>
<td>OR</td>
<td>English-as an additional Language (available for selected students ONLY)</td>
</tr>
<tr>
<td>Subject choice 2</td>
<td>Subject choice 2</td>
<td>Subject choice 1</td>
</tr>
<tr>
<td>Subject choice 3</td>
<td>Subject choice 3</td>
<td>Subject choice 2</td>
</tr>
<tr>
<td>Subject choice 4</td>
<td>Subject choice 4</td>
<td>Subject choice 3</td>
</tr>
<tr>
<td>Subject choice 5</td>
<td>Subject choice 5</td>
<td>Subject choice 4</td>
</tr>
<tr>
<td>Subject choice 6</td>
<td>Subject choice 6</td>
<td>Subject choice 6</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Units 3 and 4 Study</td>
<td>Units 3 and 4 Study</td>
<td>Higher Education Study</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>VET Study</td>
<td>VET Study</td>
<td>VET Study (scored only)</td>
</tr>
<tr>
<td>VET Study</td>
<td>VET Study</td>
<td>STUDY LESSONS</td>
</tr>
</tbody>
</table>
# Curriculum Structure For Year 11 and 12

## VCAL

<table>
<thead>
<tr>
<th>PATHWAY-FOUNDATION TO VCAL</th>
<th>YEAR 11 INTERMEDIATE CERTIFICATE</th>
<th>YEAR 12 SENIOR CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School day attendance-Monday/Tuesday and Thursday</strong></td>
<td><strong>Semester One-Unit 1</strong></td>
<td><strong>Semester Two-Unit 2</strong></td>
</tr>
<tr>
<td><strong>Semester One-Unit 1</strong></td>
<td>VCE Foundation Mathematics Year 11 only</td>
<td>VCE Foundation Mathematics Year 11 only</td>
</tr>
<tr>
<td></td>
<td>VCE or Numeracy Skills Intermediate</td>
<td>VCE or Numeracy Skills Intermediate</td>
</tr>
<tr>
<td><strong>Semester Two-Unit 2</strong></td>
<td>Work Related skills</td>
<td>VCE English Year 11 only</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td><strong>Friday-Work Placement</strong></td>
<td>Work Related skills</td>
<td>Work Related skills</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td><strong>VET access via onsite-Officer Secondary College or TAFE</strong></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td><strong>VET access via onsite-Officer Secondary College or TAFE</strong></td>
<td>Work Related skills</td>
<td>Work Related skills</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td><strong>Friday-Work Placement</strong></td>
<td>VET option</td>
<td>VET option</td>
</tr>
<tr>
<td><strong>Industry Specific Skills</strong></td>
<td>Personal Development Skills</td>
<td>Personal Development Skills</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td><strong>Industry Specific Skills</strong></td>
<td>VET certificates II or above</td>
<td>VET certificates II or above</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td><strong>Work Placement</strong></td>
<td>Work Placement</td>
<td>Work Placement</td>
</tr>
</tbody>
</table>

Learning Together, Learning to Lead, Together we Inspire
Curriculum Structure For Year 11 and 12

Each VCAL unit contains accredited learning outcomes that are generic which allows Officer Secondary College to develop and plan units to cater for students needs at the college. Each VCAL unit is 100 nominal hours in length and contributes to one credit toward the VCAL certificate. The nominal hours can include both scheduled and unscheduled time. Total hours for each certificate is 1000 hours.

15 lessons per week of school hours. (Monday, Tuesday, Thursday)
- Literacy
- Numeracy- VCE Foundation Mathematics
- Personal Development Skills
- Work Related Skills
- Industry Specific Skills
- Full Day-VET study- (Wednesday)
- Full Day-Work Placement- (Friday)

PATHWAYS
The possible pathways from Intermediate VCAL
- Senior Level VCAL
- Completion of VCE
- Apprenticeships and traineeships
- Certificate I and above VET courses
- Employment

The possible pathways from Senior VCAL
- Completion of VCE
- Apprenticeships and traineeships
- Certificate II and above VET courses
- Employment
- Industry Pathways

Enrolment in this program is limited and students will go through an application process and selected students will be notified by the college. All interested applicants must apply and will be considered for approval by the college.

VICTORIAN CERTIFICATE OF EDUCATION
(VCE Units 1 and 2 SUBJECTS) select 10 preferences in order of preference
- VCE Accounting
- VCE Biology
- VCE Business Management
- VCE Chemistry
- VCE-Chinese- Second Language
- VCE-Chinese- Language, Culture and Society
- VCE Dance
- VCE Drama
- VCE English
- VCE Environmental Science
- VCE Food Studies
- VCE Foundation English
- VCE Foundation Maths
- VCE General Mathematics
- VCE Geography
- VCE Health and Human Development
- VCE History-Global Studies
- VCE Industry and Enterprise
- VCE Legal Studies
- VCE Literature
- VCE Maths Methods
- VCE Media
- VCE Music Performance
- VCE Outdoor and Environmental Studies
- VCE Physical Education
- VCE Physics
- VCE Product Design and Technology
- VCE Psychology
- VCE Specialist Mathematics
- VCE Studio Art
- VCE Systems Engineering
- VCE Visual Communication Design
CURRICULUM STRUCTURE FOR
YEAR 11 AND 12

VICTORIAN CERTIFICATE OF
EDUCATION (VCE UNITS 3 AND 4
EARLY ACCESS LIST OF SUBJECTS)

For Selected Accelerated Students
Only - (select 3 preferences in order
of preference)

- VCE Biology
- VCE Business Management
- VCE Outdoor and Environmental Studies
- VCE Psychology

VOCATIONAL EDUCATION
AND TRAINING (VET) - (select 3
preferences in order of preference)

Onsite choices
- Certificate II Applied Languages-Mandarin
- Certificate II Engineering Studies
- Certificate III Health Services Assistance (2-year study-scored)
- Certificate III Information, Digital Media and technology (2-year study-scored)
- Certificate III Laboratory Skills (2-year study-scored)
- Certificate III Sport and Recreation (2-year study-scored)

Access via VET providers

Officer Secondary has developed partnerships to ensure that students have access to a wide variety of VET options. These can be linked to a VCE or VCAL course or during Year 10 studies. Students can access VET in schools offered by Chisholm TAFE and programs through the South-East VET cluster. These options enable young people to broaden their studies, undertake general and vocational studies. A full list of options is available through the course counselling process at the college and via the following links:

https://www.chisholm.edu.au/students/secondary-school

VCE subjects recommended to
VCAL students:

- Accounting
- Environmental Science
- Foundation English
- Foundation Mathematics
- Further Mathematics Units 3 and 4
- General Mathematics Units 1 and 2
- Health and Human Development
- Industry and Enterprise
- Outdoor and Environmental Studies
- Product Design and Technology
- Systems Engineering
- Studio Arts
- Visual Communication Design
Compass

The College uses the online COMPASS management system. Students and Parents are able to access COMPASS to view the following:

- Subject overview
- Week to week assessment
- Assessment tasks
- Homework tasks
- Graded assessment
- Subject learning resources
- Reports

BYOD Program

The College’s Bring Your Own Device (BYOD) program provides students with a one to one device essential for the development of 21st century skills as well as providing students with unlimited access to subject learning resources. The managed BYOD program means that all students have a device that the school’s ICT infrastructure can support. The specifications are carefully considered so that all students can access programs and tools necessary for their ongoing learning.

Homework

Homework is essential for steady progress in all subject areas and overall academic performance. Students need a quiet time set aside to review lessons, practise skills and work on projects or assignments. Where specific homework tasks have not been set for a class, students should be reviewing subject material, complete reading and maintain an understanding and knowledge of key world issues.

The College recommends that students complete the following amount of time on homework each week, which will provide most students with adequate study time.

Year 7 5-6 hours per week
Year 8 6-7 hours per week
Year 9 7-8 hours per week
Year 10 8-9 hours per week
Year 11 10-14 hours per week
Year 12 12-15 hours per week

The College also offers a homework club each Wednesday between 2.30pm to 3.10 pm in the College Resource Centre. During this time students can seek additional assistance and support with subject work. During Year 12, teachers will offer additional tutorials which may occur at lunchtimes, before or after school (at the discretion of the teacher).
Accelerated Pathways

Officer Secondary College provides a range of opportunities for academic enrichment. Our curriculum allows for a personalised program designed to cater for individual needs. Teachers differentiate lessons so that opportunities for academic enrichment occurs in the majority of the learning activities. However, the College also offers a range of activities designed to develop the individual talents of each student. The opportunity to early access is guided by the following criteria:

**Year 11 and 12 Early Access Criteria for commencing VCE Units 1 and 2 or Units 3 and 4:**

1. Above standard in CATS/SAC’s in subject area
2. GPA in core subjects and selected subject above 3
3. Victorian Curriculum judgements above standard or standardised testing data above standard
4. Above standard in skills, in Early Access subject chosen. Successful completion of Unit 1 and 2 study with above C+ standard result (Unit 3 and 4 entry)

At Officer Secondary College, we aim to develop in every child the belief that learning success is the result of effort and persistence, not only natural talent.

Merit System - Academic Enrichment

At Officer Secondary College students are also offered the opportunity to become involved in a range of additional programs to enhance their learning experience. These programs are designed to enrich their learning by providing additional enhancement activities. Students who display excellence and diligence in their studies will be offered an opportunity to enrich their educational experience by choosing to complete Merit tasks. These tasks encourage academic excellence, enrichment and compliment the teaching programs offered at the college.

An Excellence Merit can be achieved by completing a given task to a very high standard that demonstrates excellence in the Key Learning Area. This type of Merit is designed to challenge gifted or highly motivated students to achieve outstanding academic performance.

An Encouragement Merit can be achieved by a student for persistent and improved performance in completing an academic task. Students offered this award need to demonstrate outstanding effort and performance in a set task in any of the Key Learning Areas.
College Assessment and Reporting

Assessment and Reporting of a student’s academic progress reflects the aims and objectives of the College and is completed on a regular basis.

Every five weeks each student at the College receives a Grade Point Average (GPA). The GPA is a measure of each student’s learning behaviours and they are awarded a score out of 4. The score is representative of how the student has applied themselves across all of their subjects over the past half term. Positive examples of these learning behaviours should lead students to succeeding academically at the highest level. This also includes Attendance if a student is absent as we believe they miss an opportunity for learning.

At the end of Terms 1 and 3, Parent/Student/Teacher Conferences are held. These are a great opportunity for discussion of student performance with each child’s teachers. It is a great opportunity to discuss any concerns about your child’s academic performance and/or interaction in the classroom with their peers. Families are encouraged to attend these conferences and appointment times can be arranged via COMPASS. For VCE students the term 3 Parent/Student/Teacher Conferences are held early in the term to provide students with timely feedback to make adjustments prior to the end of the year.

At the end of Terms 2 and 4, Parents receive a progress report via COMPASS from each subject teacher. Each report provides a detailed summary of a student’s academic performance, assessment tasks, performance in key skill areas and provides an outline of academic achievement and areas for improvement.
VCE Units 1 And 2
ENGLISH / ENGLISH AS A SECOND LANGUAGE (EAL)

UNIT DESCRIPTION

**Unit 1**
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**OUTCOMES**
On completion of this unit the student should be able to produce analytical and creative responses to texts.
On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

**Unit 2**
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**OUTCOMES**
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.
On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

**ASSESSMENT**
All assessments at Units 1 and 2 are school-based.

**Unit 1**
Possible tasks for assessment in this unit are:
- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience.

**Unit 2**
Possible tasks for assessment in this unit are:
- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
LITERATURE

UNIT DESCRIPTION

Unit 1
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

OUTCOMES
1. On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.
2. On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

OUTCOMES
1. On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
2. On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

ASSESSMENT
All assessments at Units 1 and 2 are school-based. Possible tasks for assessment in this unit are:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a reading journal
- a close analysis of selected passages
- an original piece of writing responding to a text/s studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
The Arts - DANCE

UNIT DESCRIPTION

Unit 1
In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary.

They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe application of physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss influences on their own dance backgrounds and on the expressive intentions and movement vocabulary in their own dances.

Terms used in this study, including body actions, dance-making process, elements of movement, expressive intention, personal movement vocabulary, physical skills and unified composition

Area of study 1 Dance perspectives
Area of study 2 Choreography and performance
Area of study 3 Dance technique and performance
Area of study 4 Awareness and maintenance of the dancer’s body

OUTCOMES

1. On completion of this unit the student should be able to describe and document the expressive and technical features of their own and other choreographers’ dance works, and discuss influences on their own dance-making.
2. On completion of this unit the student should be able to choreograph and perform a solo or group dance work and complete structured improvisations
3. On completion of this unit the student should be able to safely and expressively perform a learnt solo or group dance work.
4. On completion of this unit the student should be able to describe key approaches to wellbeing and health practices for dancers and essential aspects of physiology, and demonstrate the safe use and maintenance of the dancer’s body.

OUTCOMES

Outcome 1:
Report/s in one of the following formats:
- written
- oral
- multimedia

Outcome 2:
- choreograph and perform a solo or a group dance work that communicates an expressive intention
- complete structured solo and/or group improvisations.

Outcome 3:
Perform a learnt solo or group dance work.

Outcome 4:
Report/s in one of the following formats:
- written
- oral
- multimedia.

At least one of the assessment tasks for Outcome 1 or Outcome 4 must be completed in a written format.
Unit 2
This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form.

Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students are also introduced to dance traditions, styles and works. Dance traditions, styles and works selected for study might encompass dance traditions of indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/film choreography and the work of tap/jazz or street performers. Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated.

Students also analyse and discuss the communication of their own and other choreographers' intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement. This analysis supports students' understanding of the link between theoretical and practical aspects of each area of study.

In this unit the terms ‘choreographer,’ ‘tradition,’ ‘style’ and ‘work’ can be understood as one or more choreographers, traditions, styles and works.

Area of study 1 Dance perspectives
Area of study 2 Choreography, performance and dance-making analysis
Area of study 3 Dance technique, performance and dance analysis

OUTCOMES
1. On completion of this unit the student should be able to analyse use of the elements of movement – time, space and energy – in selected dance traditions, styles and dance works.
2. On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.
3. On completion of this unit the student should be able to expressively perform a learnt solo or group dance work and analyse the processes used.

ASSESSMENT
All assessments at Units 2 are school-based.
Possible tasks for assessment in this unit are:

Outcome 1:
Report/s in one of the following formats:
- written
- oral
- multimedia.

Outcome 2:
- choreograph and perform a solo or a group dance work that communicates an expressive intention
- complete structured solo and/or group improvisations.

Outcome 3:
- perform a learnt solo or group dance work
- report on the processes used to learn, rehearse and perform the dance work.
- At least one of the assessment tasks for this unit must be completed in a written format


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
The Arts - DRAMA

UNIT DESCRIPTION

Unit 1: Introducing performance styles
In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories.

Area of Study 1 Creating a devised performance
Area of Study 2 Presenting a devised performance
Area of Study 3 Analysing a devised performance
Area of Study 4 Analysing a professional drama performance

OUTCOMES
1. On completion of this unit the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories
2. On completion of this unit the student should be able to perform devised drama works to an audience
3. On completion of this unit the student should be able to analyse the development, and the performance to an audience, of their devised work.
4. On completion of this unit the student should be able to analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners

UNIT 2: Australian identity
In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Area of Study 1 Using Australia as inspiration
Area of Study 2 Presenting a devised performance
Area of Study 3 Analysing a devised performance
Area of Study 4 Analysing an Australian drama performance

OUTCOMES
1. On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice
2. On completion of this unit the student should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
3. On completion of this unit the student should be able to analyse the development, and performance to an audience, of their devised work
4. On completion of this unit the student should be able to analyse and evaluate a performance of a drama work by Australian practitioners.
ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

**Outcome 1:**
- demonstrate the use of play-making techniques to devise and develop a solo and/or ensemble drama works based on stories and/or characters
- document the processes used to create and develop stories and characters in drama in: – a paper-based journal – an e-journal – a journal that combines hard and soft copy components.

**Outcome 2:**
Perform a devised solo or ensemble drama work that features stories and characters.

**Outcome 3:**
Analyze the drama work created and performed in Outcomes 1 and 2 using one of the following formats:
- an oral presentation
- a multimedia presentation
- responses to structured questions.

**Outcome 4:**
Write an analysis in response to structured questions


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
UNIT DESCRIPTION

Unit 1: Media forms, Representations and Australian stories
In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read.

Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Area of Study 1 Media representations
Area of Study 2 Media forms in production
Area of Study 3 Australian stories

OUTCOMES
1. On completion of this unit the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
2. On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

UNIT 2: Narrative across media forms
In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Area of Study 1 Narrative, style and genre
Area of Study 2 Narratives in production
Area of Study 3 Media and change
OUTCOMES

1. On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

2. On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

3. On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

- audiovisual or video sequences
- radio or audio sequences
- photographs
- print layouts
- sequences or presentations using digital technologies
- posters
- written responses
- oral reports.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
The Arts - MUSIC PERFORMANCE

UNIT DESCRIPTION

Unit 1: Music Performance
This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1 Performance
Area of Study 2 Preparing for performance
Area of Study 3 Music language

OUTCOMES
1. On completion of this unit the student should be able to prepare and perform a program of group and solo works.
2. On completion of this unit the student should be able to demonstrate and discuss techniques relevant to the performance of selected works.
3. On completion of this unit the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

Unit 2: Music Performance
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1 Performance
Area of Study 2 Preparing for performance
Area of Study 3 Music language
Area of Study 4 Organisation of sound

OUTCOMES
1. On completion of this unit the student should be able to prepare and perform a program of group and solo work.
2. On completion of this unit the student should be able to demonstrate and discuss techniques relevant to performance of selected works.
3. On completion of this unit the student should be able to re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.
4. On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.
ASSESSMENT
All assessments at Units 1 and 2 are school-based. Possible tasks for assessment in this unit are:

• performances of at least three works, including at least one group work and one solo work with accompaniment as appropriate; the duration of the performances will vary depending on the works selected

• a demonstration of material chosen to address challenges in performance of works prepared for Outcome 1, for example an assessment task that includes a test or other performance context

• an explanation of how selected material supports the student’s development as an instrumentalist and their preparation of works performed for Outcome 1, the explanation may be presented in one or more of the following formats: – oral – multimedia – written

Unit 2: Music Performance
• aural, written and practical tasks such as: – a folio of exercises – structured questions – a workbook of class activities

• a composition or an improvisation and accompanying documentation that describes use of music language in the exercise/s; the documentation may be presented in one or both of the following formats: – multimedia – written


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
The Arts - STUDIO ARTS

UNIT DESCRIPTION

Unit 1: Studio inspiration and techniques
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Area of Study 1 Researching and recording ideas
Area of Study 2 Studio practice
Area of Study 3 Interpreting art ideas and use of materials and techniques

OUTCOMES
1. On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
2. On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
3. On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2: Studio exploration and concepts
In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Area of Study 1 Exploration of studio practice and development of artworks
Area of Study 2 Ideas and styles in artworks

OUTCOMES
1. On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
2. On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.
Possible tasks for assessment in this unit are:
UNIT 1
Outcomes 1 and 2:
• an outline of a proposed investigation of studio practice using visual language
• a selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
• a presentation of at least one finished artwork.
Outcome 3: At least one of:
• an extended response
• a short-answer responses
• a presentation using digital technologies
• an oral presentation

UNIT 2
Outcomes 1 and 2:
• an outline of a proposed investigation of studio practice using visual language
• a selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
• a presentation of at least one finished artwork.
Outcome 3 At least one of:
• an extended response
• a short-answer responses
• a presentation using digital technologies
• an oral presentation


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
The Arts
- VISUAL COMMUNICATION DESIGN

UNIT DESCRIPTION

Unit 1: Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Area of Study 1 Drawing as a means of communication
Area of Study 2 Design elements and design principles
Area of Study 3 Visual communications in context

OUTCOMES
1. On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.
2. On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. On completion of this unit the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of visual communication within design fields
This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Area of Study 1 Technical drawing in context
Area of Study 2 Type and imagery in context
Area of Study 3 Applying the design process

OUTCOMES
1. On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.
ASSESSMENT
All assessments at Units 1 and 2 are school-based

UNIT 1
Possible tasks for assessment in this unit are:
• folio of observational, visualisation and presentation drawings created using manual and/or digital methods • final presentations created using manual and digital methods
• written report of a case study
• annotated visual report of a case study
• oral report of a case study supported by written notes and/or visual materials
• a presentation using digital technologies.

UNIT 2
Possible tasks for assessment in this unit are:
• folio of technical drawings created using manual and digital methods
• folio of typography and image ideas and concepts created using manual and digital methods
• written and/or oral descriptions and analysis of historical and contemporary design examples
• folio demonstrating the design process using manual and digital methods
• final presentations of visual communications.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
UNIT DESCRIPTION

UNIT 1: The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Area of Study 1 How does the musculoskeletal system work to produce movement?
Area of Study 2 How does the cardiorespiratory system function at rest and during physical activity?

OUTCOMES

1. On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

2. On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2: Physical activity, sport and society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Area of Study 1 How does the musculoskeletal system work to produce movement?
Area of Study 2 How does the cardiorespiratory system function at rest and during physical activity?
OUTCOMES

On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

- A written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.
- Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:
  - a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
  - a case study analysis
  - a data analysis
  - a critically reflective folio/diary of participation in practical activities
  - a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
  - a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
  - a physical simulation or model
  - an oral presentation such as podcast, debate
  - a written report
  - structure questions.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Health & Physical Education
- HEALTH AND HUMAN DEVELOPMENT

UNIT DESCRIPTION

Unit 1: Understanding health and wellbeing
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Area of Study 1 Health perspectives and influences
Area of Study 2 Health and nutrition
Area of Study 3 Youth health and wellbeing

OUTCOMES
1. On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth
2. On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
3. On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing health and development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Area of Study 1 Developmental transitions
Area of Study 2 Health care in Australia
OUTCOMES
On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

On completion of this unit the student should be able to describe how to access Australia’s health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

ASSESSMENT
All assessments at Units 1 and 2 are school-based

Possible tasks for assessment in this unit are:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Health & Physical Education
- OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT DESCRIPTION

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Area of Study 1 Motivations for outdoor experiences
Area of Study 2 Influences on outdoor experiences

OUTCOMES
1. On completion of this unit the student should be able to analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.
2. On completion of this unit the student should be able to explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.

In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Area of Study 1 Investigating outdoor environments
Area of Study 2 Impacts on outdoor environments
OUTCOMES
On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

On completion of this unit the student should be able to evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

ASSESSMENT
All assessments at Units 1 and 2 are school-based
Possible tasks for assessment in this unit are:

- The major assessment task for this unit is a journal or report demonstrating links between theoretical content studied and practical experiences undertaken.

Additionally, at least one task for assessment of each outcome is to be selected from the following:

- a case study
- an oral presentation including the use of multimedia and podcasts
- data analysis
- structured questions
- written responses, including essays and web discussion forums


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Humanities

- ACCOUNTING

UNIT DESCRIPTION

Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Area of Study 1 The role of accounting

Area of Study 2 Recording financial data and reporting accounting information for a service business

OUTCOMES

1. On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business

2. On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Area of Study 1 Accounting for inventory

Area of Study 2 Accounting for and managing accounts receivable and accounts payable

Area of Study 3 Accounting for and managing non-current assets
OUTCOMES
1. On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
2. On completion of this unit the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
3. On completion of this unit the student should be able to record and report for non-current assets and depreciation

ASSESSMENT
All assessments at Units 1 and 2 are school-based
Possible tasks for assessment in this unit are:
• a folio of exercises utilising manual methods and ICT
• structured questions utilising manual methods and ICT
• an assignment including use of ICT
• a case study including use of ICT
• a classroom presentation, role-play or debate
• a report utilising ICT


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Humanities
- BUSINESS MANAGEMENT

UNIT DESCRIPTION

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Area of Study 1 The business idea
Area of Study 2 External environment
Area of Study 3 Internal environment

OUTCOMES

1. On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Area of Study 1 Legal requirements and financial considerations
Area of Study 2 Marketing a business
Area of Study 3 Staffing a business
OUTCOMES
1. On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

ASSESSMENT
All assessments at Units 1 and 2 are school-based
Possible tasks for assessment in this unit are:
- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Humanities
- HISTORY - GLOBAL EMPIRES

UNIT DESCRIPTION

Unit 1: The making of empires 1400–1775
The Early Modern era, 1400–1775, was a time of transition between medieval feudalism and the modern, secular nation-state. At the dawn of the era, international trade was dominated by three powerful empires – the Venetian Empire, China under the Ming dynasty and the Ottoman Empire – who between them controlled key industries, commodities and trade hubs including the Silk Road. Emerging powers Portugal, Spain, France, Britain and the Netherlands sought to circumvent the power of these established empires by gaining access to goods through alternative means and routes. By harnessing new knowledge and technology, they launched voyages of exploration to the Asia-Pacific, the Americas and Africa.

Around the same time, new ideas were emerging to disrupt traditional beliefs and institutions. The Ptolemaic model, which placed Earth at the centre of the universe, was challenged by Copernicus and taken up by Galileo and other scholars of the Scientific Revolution (c. 1550–c. 1700). The Catholic Church was threatened by both new scientific knowledge and the Protestant Reformation (1517–c. 1648) which questioned Rome’s divine authority. The new paradigm of empiricism questioned assumptions and beliefs about godly intervention in the natural world. Gutenberg’s printing press (c. 1450) allowed ordinary people, for the first time in history, to circulate ideas without mediation by officials, leading the way for new debates about individualism, rights and liberties during the Enlightenment (c. 1650–1790s).

The key idea, however, to give impetus to new global empires was mercantilism. As the feudal era gave way to the early stages of capitalism, European powers began to gain imperial control through monopolies, subsidies and East India companies, which extracted profit from new colonial possessions.

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Area of Study 1 Exploration and expansion
Area of Study 2 Disruptive ideas

OUTCOMES

1. On completion of this unit the student should be able to explain the reasons for European voyages of exploration and analyse the motivations of new globally oriented empires.
2. On completion of this unit the student should be able to explain how new ideas and discoveries challenged old certainties and strengthened European empires.
Unit 2: Empires at work 1400-1775

In this unit students explore the operation of European colonies and the challenges they faced from within and without.

In the Early Modern period, 1400–1775, new empires began to establish colonies and to trade on a global scale. Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire gained colonial possessions in a number of continents. The Mughals in India and the Ming and Qing dynasties in China gained control over vast territories but these were regional rather than global in reach. Through the ‘Columbian exchange’ that followed Christopher Columbus’ arrival in the New World, technologies, plants, animals, culture and diseases began to travel between continents. Gradually, humans began to be traded as commodities too, as the triangular slave trade across the Atlantic drew in nearly all of the major empires. This trafficking in human misery was not ended until the abolition movements of the Modern era.

Despite their profitability, colonies brought a number of difficulties. Indigenous peoples resisted colonisation, settler societies were complex and unpredictable and colonies were a drain on resources. Rival powers jostled for advantage, alliances and resources. The many wars waged between Early Modern empires culminated in all-out global warfare in the Seven Years’ War (1754–63). Britain’s success in this war led to a period of dominance which lasted well into the twentieth century.

In each area of study, students should study in depth at least one European colony in the Americas, Africa or the Caribbean.

Area of Study 1 New colonies, new profits
Area of Study 2 Challenges of empires

OUTCOMES
1. On completion of this unit the student should be able to analyse the methods used by European powers to establish colonies and the historical significance of new global systems of exchange.
2. On completion of this unit the student should be able to analyse the effectiveness of a global empire in dealing with colonial challenges and assess the empire’s global standing by 1775.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:
- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Humanities
- LEGAL STUDIES

UNIT DESCRIPTION

Unit 1: Guilt and liability
Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Area of Study 1 Legal foundations.
Area of Study 2 The presumption of innocence
Area of Study 3 Civil liability

OUTCOMES
1. On completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws.
2. On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. On completion of this unit the student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Unit 2: Sanctions, remedies and rights
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed.

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Area of Study 1 Sanctions
Area of Study 2 Remedies
Area of Study 3 Rights
OUTCOMES
1. On completion of this unit the student should be able to explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

2. On completion of this unit the student should be able to explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

3. On completion of this unit the student should be able to evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

ASSESSMENT
All assessments at Units 1 and 2 are school-based
Possible tasks for assessment in this unit are:
• a folio of exercises
• structured questions
• a classroom presentation
• a role-play
• a debate
• a report
• a question-and-answer session.
Tasks can be presented orally, in writing or using presentation technology.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
LOTE - Chinese
- CHINESE LANGUAGE AND CULTURE AND SOCIETY

UNIT DESCRIPTION

Unit 1
In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

Area of Study 1 Family and education in China
Area of Study 2 Listening and speaking in Chinese
Area of Study 3 Reading and writing in Chinese

OUTCOMES
1. On completion of this unit the student should be able to discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China.
2. On completion of this unit the student should be able to establish and maintain a simple spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community.
3. On completion of this unit the student should be able to read and comprehend simple texts in Chinese and create a simple piece of writing in Chinese

Unit 2
This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students’ capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

Area of Study 1 Myths, legends and art of China
Area of Study 2 Listening and speaking in Chinese
Area of Study 3 Reading and writing in Chinese
OUTCOMES
1. On completion of this unit the student should be able to research selected examples of Chinese mythology and legends, and art, and produce a written report in English.
2. On completion of this unit the student should be able to establish and maintain a basic spoken exchange in Chinese related to planning travel in China.
3. On completion of this unit the student should be able to read and comprehend simple written texts in Chinese and create a simple text in Chinese about the geography of China.

ASSESSMENT
All assessments at Units 1 and 2 are school-based
Possible tasks for assessment in this unit are:
• interview in Chinese
• role-play in Chinese
• magazine article in English
• article in Chinese
• informative report in Chinese
• imaginative story in Chinese
• written research report in English
• an oral presentation in Chinese.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
**LOTE - Chinese**

**- CHINESE SECOND LANGUAGE**

**UNIT DESCRIPTION**

**Unit 1**
In this unit students develop an understanding of the language and culture/s of Chinese-speaking communities through the study of three or more topics from the prescribed themes.

Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Chinese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual’s language use in specific contexts and for specific audiences.

Area of Study 1 Interpersonal communication
Area of Study 2 Interpretive communication
Area of Study 3 Presentational communication

**OUTCOMES**

1. On completion of this unit the student should be able to exchange meaning in a spoken interaction in Chinese.
2. On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Chinese, and respond in writing in Chinese and in English.
3. On completion of this unit the student should be able to present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

**ASSESSMENT**

All assessments at Units 1 and 2 are school-based

Possible tasks for assessment in this unit are:

**Outcome 1:**
- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions.

**Outcome 2:**
- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.

**Outcome 3:**
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children’s story.
Unit 2
In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Area of Study 1 Interpersonal communication
Area of Study 2 Interpretive communication
Area of Study 3 Presentational communication

OUTCOME
1. On completion of this unit the student should be able to respond in writing in Chinese to spoken, written or visual texts presented in Chinese.
2. On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese.
3. On completion of this unit the student should be able to explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

ASSESSMENT
All assessments at Units 1 and 2 are school-based
Possible tasks for assessment in this unit are:

Outcome 1:
- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.

Outcome 2:
- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Chinese-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

Outcome 3:
- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture referring to a portfolio or a PowerPoint presentation.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Mathematics
- FOUNDATION MATHEMATICS

UNIT DESCRIPTION

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

OUTCOMES

1. In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

2. In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

3. In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

4. In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

- investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park
- assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting
- tests of mathematical skills developed across application contexts.

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Mathematics
- GENERAL MATHEMATICS

UNIT DESCRIPTION

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level.

The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

OUTCOMES

1. On completion of this unit the student should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
   - Algebra and structure
   - Arithmetic and number
   - Discrete mathematics
   - Geometry, measurement and trigonometry
   - Graphs of linear and non-linear relations
   - Statistics

2. On completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

3. On completion of this unit the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:
- assignments
- tests
- summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Mathematics
- MATHEMATICAL METHODS

UNIT DESCRIPTION
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.

UNIT 1
At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of ‘Algebra’ which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

OUTCOMES
1. On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
   - Functions and graphs
   - Algebra
   - Calculus
   - Probability and statistics
2. On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. On completion of this unit the student should be able to use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.
Possible tasks for assessment in this unit are:
Demonstration of achievement of Outcome 1 should be based on the following assessment tasks:
- assignments
- tests
- summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.
UNIT 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’ areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

OUTCOMES

1. On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
   - Functions and Graphs
   - Algebra
   - Calculus
   - Probability and statistics

2. On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

3. On completion of this unit the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:
   - assignments
   - tests
   - summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:
   - modelling tasks
   - problem-solving tasks
   - mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Mathematics
- SPECIALIST MATHEMATICS

UNIT DESCRIPTION

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

OUTCOMES

1. On completion of this unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures
   - Algebra and structure
   - Arithmetic and number
   - Discrete mathematics
   - Geometry, measurement and trigonometry
   - Graphs of linear and non-linear relations
   - Statistics

2. On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

3. On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.
ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:

- assignments
- tests
- summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Science - BIOLOGY

UNIT DESCRIPTION

Unit 1: How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilise, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Area of study 1 How do organisms function?
Area of study 2 How do living systems sustain life?
Area of study 3 Practical investigation

OUTCOMES

1. On completion of this unit the student should be able to investigate and explain how cellular structures and systems function to sustain life.

2. On completion of this unit the student should be able explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.

3. On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

For Outcomes 1 and 2:
- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3:
- a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Area of Study 1 How does reproduction maintain the continuity of life?
Area of Study 2 How is inheritance explained?
Area of Study 3 Investigation of an issue

OUTCOMES

1. On completion of this unit the student should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

2. On completion of this unit the student should be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.

3. On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

For Outcomes 1 and 2:

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3:

- a report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Science - CHEMISTRY

UNIT DESCRIPTION

Unit 1: How can the diversity of materials be explained?
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Area of Study 1 How can knowledge of elements explain the properties of matter?
Area of Study 2 How can the versatility of non-metals be explained?
Area of Study 3 Research investigation

OUTCOMES

1. On completion of this unit the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
2. On completion of this unit the student should be able to investigate and explain the polymers can be designed for a purpose.
3. On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.
Possible tasks for assessment in this unit are:

For Outcomes 1 and 2:
- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem-solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3:
- a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.
Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Area of Study 1 How do substances interact with water?
Area of Study 2 How are substances in water measured and analysed?
Area of Study 3 Practical investigation

OUTCOMES
1. On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
2. On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
3. On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data

ASSESSMENT
All assessments at Units 1 and 2 are school-based.
Possible tasks for assessment in this unit are:

For Outcomes 1 and 2:
- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3:
- a report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Science
- ENVIRONMENTAL SCIENCE

UNIT DESCRIPTION

Unit 1: How are Earth’s systems connected?
In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Area of Study 1 How is life sustained on Earth?
Area of Study 2 How is Earth a dynamic system?
Area of Study 3 Practical investigation

OUTCOMES
1. On completion of this unit the student should be able to compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product outputs, and explain how Earth’s four systems interact to sustain life.
2. On completion of this unit the student should be able to describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth’s four systems over different time scales.
3. On completion of this unit the student should be able to design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.
Possible tasks for assessment in this unit are:

For Outcomes 1 and 2:
- a fieldwork report
- a case study
- a report of a practical activity involving the collection of primary data
- annotations of a practical work folio of activities or investigations
- a research investigation involving the collection of secondary data
- a model of an aspect of Earth systems
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving environmental science concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3:
- a report of a student-designed and/or adapted and/or extended investigation related to ecosystem monitoring and/or change that can be presented in various formats, for example digital presentation, oral presentation, written report or graphic organiser
Unit 2: How can pollution be managed?
In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Pollutants can be produced through natural and human activities and can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth’s four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Area of Study 1 When does pollution become a hazard?
Area of Study 2 What makes pollution management so complex?
Area of Study 3 Case study

OUTCOMES
1. On completion of this unit the student should be able to compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options.
2. On completion of this unit the student should be able to compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.
3. On completion of this unit the student should be able to investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.
Possible tasks for assessment in this unit are:
For Outcome 1:
• a report of a fieldwork exercise
• a report of a practical activity involving the collection of primary data
• a research investigation involving the collection of secondary data
• annotations of a practical logbook of activities or investigations
• analysis of data/results including generalisations/conclusions
• a model of an aspect of Earth systems
• media analysis/response
• problem solving involving environmental concepts, skills and/or issues
• a test comprising multiple choice and/or short answer and/or extended response • a reflective learning journal/blog related to selected activities or in response to an issue.

For Outcome 2:
• a comparison of the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.

For Outcome 3:
• a report of a case study involving the management of a selected pollutant of local interest.

A report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
UNIT DESCRIPTION

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Area of Study 1 How does the brain function?
Area of Study 2 What influences psychological development?
Area of Study 3 Student-directed research investigation

OUTCOMES

1. On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

2. On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.

3. On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

For Outcomes 1 and 2:
• a report of a practical activity involving the collection of primary data
• a research investigation involving the collection of secondary data
• a brain structure modelling activity
• a logbook of practical activities
• analysis of data/results including generalisations/conclusions
• media analysis/response
• problem solving involving psychological concepts, skills and/or issues
• a test comprising multiple choice and/or short answer and/or extended response
• a reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3:
• a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.
Unit 2: How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Area of Study 1 What influences a person’s perception of the world?
Area of Study 2 How are people influenced to behave in particular ways?
Area of Study 3 Student-directed practical investigation

OUTCOMES
On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

For Outcomes 1 and 2:
- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3:
- a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
**Science - PHYSICS**

**UNIT DESCRIPTION**

**Unit 1: What ideas explain the physical world?**

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Area of Study 1 How can thermal effects be explained?
Area of Study 2 How do electric circuits work?
Area of Study 3 What is matter and how is it formed?

**OUTCOMES**

1. On completion of this unit the student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. On completion of this unit the student should be able to explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

**ASSESSMENT**

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

For Outcomes 1, 2 and 3:
- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response
Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Area of Study 1 How can motion be described and explained?
Area of Study 2 Options
Area of Study 3 Practical investigation

OUTCOMES
1. On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.
2. Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world.
3. On completion of this unit the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.
Possible tasks for assessment in this unit are:

For Outcomes 1 and 2:
- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3:
- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Technology - FOOD STUDIES

UNIT DESCRIPTION

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Area of Study 1 Food around the world
Area of Study 2 Food in Australia

OUTCOMES

1. On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

2. On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit are:

The assessment for Outcome 1 is:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. Records can include production plans and evaluations of products or analysis of dietary intake.
- In addition, at least one task for the assessment of Outcome 1 should be selected from the following:
  - a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
  - an oral presentation
  - a practical demonstration
  - a video or podcast.

The assessment for Outcome 2 is:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration. Records can include production plans and evaluations of products or analysis of dietary intake.

In addition, at least one task for the assessment of Outcome 2 should be selected from the following:

- a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast.
Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Area of Study 1 Food industries
Area of Study 2 Food in the home

OUTCOMES

1. On completion of this unit the student should be able to describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

2. On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit

The assessment for Outcome 1 is:
- design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.

The assessment for Outcome 2 is:
- design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Technology

- INDUSTRY AND ENTERPRISE

UNIT DESCRIPTION

Unit 1: Workplace participation
This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries.

Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

Area of Study 1 Contributing to the workforce
Area of Study 2 Developing work-related skills
Area of Study 3 Workplace effectiveness

OUTCOMES
1. On completion of this unit the student should be able to explain the importance to Australia of having a skilled workforce, investigate career pathways and analyse current and future work options.
2. On completion of this unit the student should be able to explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self-assessment to gauge personal work performance.
3. On completion of this unit the student should be able to explain the OH&S requirements and one other work-related issue for a selected occupation in a specific workplace, and discuss ways in which work-related skills may be used to deal with that issue

Unit 2: Being enterprising
In this unit students explore the development of enterprising behaviour, leadership and innovation in different workplace settings and in the context of significant issues faced by industry.

Students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. All work settings exist within a wider industry context and ongoing workplace enterprise and innovation are pivotal to industry success. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual’s work-related skills.

As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviour is applied in selected work settings within this industry. They also explore the role of work-related skills in supporting innovation in this industry.

Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider how the industry has responded in an enterprising way.

After completing the relevant OH&S induction program, students demonstrate practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning. In Unit 2 students are strongly encouraged to undertake one or more enterprise projects or activities as part of their 35 hours of structured workplace learning.
Area of Study 1 Enterprising individuals and leadership
Area of Study 2 Enterprise and innovation in industry
Area of Study 3 Industry issues

OUTCOMES
1. On completion of this unit the student should be able to identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership.
2. On completion of this unit the student should be able to explain what innovation is, describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviour is applied in selected work settings within the selected industry, and explain the role of work-related skills in supporting innovation in the selected industry.
3. On completion of this unit the student should be able to analyse the impact of two significant issues on an Australian industry within the last four years and discuss how the industry has responded to the issues in an enterprising way.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.
Possible tasks for assessment in this unit
- a workplace journal or report based on participation in structured workplace learning
- an enterprise project and activity evaluation
- a career investigation and profile
- a curriculum vitae presented in a digital format
- a work-related skills portfolio including a critically reflective self-assessment
- a short written report (media analysis, research inquiry, case study analysis)
- a video or podcast
- a written blog
- an ICT-based presentation
- an essay
- structured questions.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Unit 1: Sustainable product redevelopment
This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Area of Study 1 Sustainable redevelopment of a product
Area of Study 2 Producing and evaluating a redeveloped product

OUTCOMES
1. On completion of this unit the student should be able to design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.

2. On completion of this unit the student should be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit

The two compulsory assessment tasks for this unit are:

- a design folio that contains an analysis of a product’s sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- a finished product and records of production and modifications.

Additionally, suitable tasks for assessment may be selected from the following:

- an oral presentation supported by notes and/or visual materials
- a short written report that includes materials testing or trialling activities, industry visits, technical reports
- a case study analysis.
Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s’ needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Area of Study 1 Designing within a team
Area of Study 2 Producing and evaluating within a team

OUTCOMES

1. On completion of this unit the student should be able to design and plan a product or range of products collaboratively in response to a design brief.

2. On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit

The two compulsory assessment tasks for this unit are:

- a design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, scheduled production plan, and evaluation report
- product and records of production and modifications

Additionally, suitable tasks for assessment may be selected from the following:

- an oral report supported by notes and/or visual materials
- a short written report that includes materials testing or trialling activities, industry visits, technical reports


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Technology
- SYSTEMS ENGINEERING

UNIT DESCRIPTION

Unit 1: Mechanical systems
This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.

Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components.

All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them.

Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Area of Study 1 Mechanical system design
Area of Study 2 Producing and evaluating mechanical systems

OUTCOMES
1. On completion of this unit the student should be able to describe and apply basic engineering concepts and principles, and use components to design and plan a mechanical system using the systems engineering process.
2. On completion of this unit the student should be able to produce, test, diagnose and evaluate a mechanical system using the systems engineering process.

ASSESSMENT
All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit

Recommended assessment tasks for this unit are:

- documentation of the systems engineering process using one or more of: a multimedia/simulation presentation - an electronic portfolio - a brochure - a poster - a written report
- production work to create a mechanical system.

Additionally, suitable tasks for assessment for this unit are:

- practical demonstrations
- an oral presentation.
Unit 2: Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies.

Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Area of Study 1 Electrotechnological systems design
Area of Study 2 Producing and evaluating electrotechnological systems

OUTCOMES
1. On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and components, and design and plan an electrotechnological system using the systems engineering process.

2. On completion of this unit the student should be able to produce, test and evaluate an electrotechnological system, using the systems engineering process.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Possible tasks for assessment in this unit

Recommended assessment tasks for this unit are:

- documentation of the systems engineering process using one or more of: a multimedia/simulation presentation – an electronic portfolio – a brochure – a poster – a written report
- production work to create an electrotechnological system.

Additionally, suitable tasks for assessment for this unit are:

- practical demonstrations
- an oral presentation.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
VCE Units 3 And 4
Early Access Options
The General Achievement Test (GAT) is a test of general knowledge in:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

Each test is designed to test the general knowledge and skills of students that they have acquired through their secondary education.

The GAT is an essential and compulsory for all students studying a Unit 3 and 4 sequences of study. Although the results do not directly count toward their ATAR, it can play a pivotal role in checking school-based assessments and external assessments have been graded accurately and in calculating a derived examination score if required.

VCAA will utilize the GAT score for:

- Statistical moderation of school based assessment
- Checking accuracy of external assessment
- Calculating Derived Examination Scores.

The GAT is scheduled in June each year and the date is determined by VCAA.
BIOLOGY

UNIT DESCRIPTION

Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology.

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Area of Study 1 How do cellular processes work?
Area of Study 2 How do cells communicate?

OUTCOMES

1. On completion of this unit the student should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

2. On completion of this unit the student should be able to apply a stimulus-response model to explain how cells communicate with each other, outline immune responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.
<table>
<thead>
<tr>
<th>Outcomes</th>
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<tbody>
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<td>50</td>
<td>A report related to at least two practical activities from a logbook of practical activities. The assessment task may be written or multimodal (approximately 50 minutes or not exceeding 1000 words)</td>
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<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Apply a stimulus-response model to explain how cells communicate with each other, outline immune responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.</td>
<td>50</td>
<td>At least one task selected from:&lt;br&gt;• a report of a practical activity&lt;br&gt;• annotations of activities or investigations from a logbook of practical activities&lt;br&gt;• a graphic organiser&lt;br&gt;• a bioinformatics exercise&lt;br&gt;• an evaluation of research&lt;br&gt;• media response&lt;br&gt;• data analysis&lt;br&gt;• a response to a set of structured questions&lt;br&gt;• problem solving involving biological concepts, skills and/or issues&lt;br&gt;• a reflective learning journal/blog related to selected activities or in response to an issue. The assessment task/s may be written or multimodal. (approximately 50 minutes or not exceeding 1000 words for each task)</td>
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<td><strong>Total marks</strong></td>
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*School-assessed Coursework for Unit 3 contributes 16 per cent.*
BIOLOGY

UNIT DESCRIPTION

Unit 4: How does life change and respond to challenges over time?
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Area of Study 1 How are species related?
Area of Study 2 How do humans impact on biological processes?
Area of Study 3 Practical investigation

OUTCOME

1. On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. On the completion of this unit the student should be able to design and undertake a practical investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.
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<tr>
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<td>100</td>
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*School-assessed Coursework for Unit 3 contributes 16 per cent.

**External assessment**

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

**Contribution to final assessment**

The examination will contribute 60 per cent.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
BUSINESS MANAGEMENT

UNIT DESCRIPTION

Unit 3: Managing a business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Area of Study 1 Business foundations
Area of Study 2 Managing employees
Area of Study 3 Operations management

OUTCOMES

1. On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. On completion of this unit the student should be able to analyse the relationship between business objectives and operations management.

Contribution to final assessment
School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

<table>
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<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td>The student’s performance on each outcome is assessed using one or more of the following:</td>
</tr>
<tr>
<td>Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.</td>
<td>20</td>
<td>• a case study • structured questions • an essay • a report • a media analysis</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.</td>
<td>40</td>
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<tr>
<td><strong>Outcome 3</strong></td>
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<tr>
<td>Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.</td>
<td>40</td>
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<tr>
<td><strong>Total marks</strong></td>
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<td>100</td>
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</table>
Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Area of Study 1 Reviewing performance – the need for change

Area of Study 2 Implementing change

OUTCOMES

1. On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

2. On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

<table>
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<tr>
<th>Outcomes</th>
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<th>Assessment tasks</th>
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</table>
| Outcome 1 | 50 | The student’s performance on each outcome is assessed using one or more of the following:  
- a case study  
- structured questions  
- an essay  
- a report  
- a media analysis |
| Outcome 2 | 50 | Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business. |
| **Total marks** | **100** | |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT DESCRIPTION

Unit 3: Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Area of Study 1 Historical relationships with outdoor environments
Area of Study 2 Relationships with Australian environments since 1990

OUTCOMES

On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

1. On completion of this unit the student should be able to analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.

2. On completion of this unit the student should be able to analyse the relationship between business objectives and operations management.

<table>
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<tr>
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<tbody>
<tr>
<td>Outcome 1: Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.</td>
<td>10</td>
<td>A journal or report demonstrating links between theoretical content studied and practical experiences undertaken AND at least one task from the following: • a case study • a multimedia presentation or podcast • a written report.</td>
</tr>
<tr>
<td>Outcome 2: Analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.</td>
<td>10</td>
<td>A journal or report demonstrating links between theoretical content studied and practical experiences undertaken AND at least one task from the following: • data analysis • structured questions.</td>
</tr>
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</table>

Total marks 100
Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

Area of Study 1 Healthy outdoor environments
Area of Study 2 Sustainable outdoor environments

OUTCOMES

1. On completion of this unit the student should be able to evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

2. On completion of this unit the student should be able to analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

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<td>• data analysis</td>
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<tr>
<td></td>
<td></td>
<td>• structured questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a written report.</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>10</td>
<td>A journal or report demonstrating links between theoretical content studied and practical experiences undertaken</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>at least one task from the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a case study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• structured questions.</td>
</tr>
</tbody>
</table>

**Total marks** 100

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
UNIT DESCRIPTION

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Area of Study 1 How does the nervous system enable psychological functioning?
Area of Study 2 How do people learn and remember?

OUTCOMES

1. On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.</td>
<td>50</td>
<td>A report related to at least two practical activities from a logbook of practical activities. The assessment task may be written or multimodal. (approximately 50 minutes or not exceeding 1000 words)</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Apply a stimulus-response model to explain how cells communicate with each other, outline immune responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease. | 50 | At least one task selected from:  
- a report of a practical activity  
- annotations of activities or investigations from a logbook of practical activities  
- a graphic organiser  
- a bioinformatics exercise  
- an evaluation of research  
- media response  
- data analysis  
- a response to a set of structured questions  
- problem solving involving biological concepts, skills and/or issues  
- a reflective learning journal/blog related to selected activities or in response to an issue. The assessment task/s may be written or multimodal. (approximately 50 minutes or not exceeding 1000 words for each task) |

Total marks 100

*School-assessed Coursework for Unit 3 contributes 16 per cent.
Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Area of Study 1 How do levels of consciousness affect mental processes and behaviour?

Area of Study 2 What influences mental wellbeing?

Area of Study 3 Practical investigation

OUTCOMES

1. On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

2. On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

3. On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.</td>
<td>50</td>
</tr>
</tbody>
</table>
| Outcome 2 | Apply a stimulus-response model to explain how cells communicate with each other, outline immune responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease. | 50 | At least one task selected from:  
- a report of a practical activity  
- annotations of activities or investigations from a logbook of practical activities  
- a graphic organiser  
- a bioinformatics exercise  
- an evaluation of research  
- media response  
- data analysis  
- a response to a set of structured questions  
- problem solving involving biological concepts, skills and/or issues  
- a reflective learning journal/blog related to selected activities or in response to an issue. The assessment task/s may be written or multimodal. (approximately 50 minutes or not exceeding 1000 words for each task) |

Total marks 100

*School-assessed Coursework for Unit 3 contributes 16 per cent.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 60 per cent.


Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
VET Units
At Officer Secondary College a range of both onsite and offsite VET programs are available.

ONSITE course include:

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSE</th>
<th>RTO</th>
<th>PROVIDER</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>10297NAT</td>
<td>TBC</td>
<td>Officer Secondary College</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Applied Languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>HLT33115</td>
<td></td>
<td>Officer Secondary College</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Certificate III Health Services Assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>22209VIC</td>
<td></td>
<td>Officer Secondary College</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td>Certificate II Engineering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>SIS30115</td>
<td></td>
<td>Officer Secondary College</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Certificate III Sport and Recreation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>MSL30116</td>
<td></td>
<td>Officer Secondary College</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Certificate III Laboratory Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>ICT30115</td>
<td></td>
<td>Officer Secondary College</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Certificate III Information, Digital Media and Technology</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

VCE VET Programs are offered as part of the VCE. VCE VET programs can contribute a Unit 1-4 sequence in their own right for completion of the VCE. Some VET programs can also provide students with an ATAR contribution. The number of VCE units and the ATAR contribution available varies from program to program. Students who complete recognised VET qualifications within the VCE receive a nationally recognised training credential.

Please find additional information at:

CERTIFICATE II APPLIED LANGUAGES - Unscored - 10297NAT

UNIT DESCRIPTION
Certificate II in Mandarin is a VET (Vocational Education and Training) course which exists to recognise the competencies of students and links with university study options. The course is designed to provide individuals with language skills and intercultural knowledge in communicate in social and workplace situations in Mandarin. Learners will apply a language in everyday spoken and written forms to a range of routine, simple tasks in familiar work and social contexts. Certificate II in Applied Language involves 280 supervised hours of study. Learners will be assessed on four Competencies.

Learners who complete the Certificate II in Applied Language Learning Program satisfactorily receive a certificate at the end of the course which is recognised Australia-wide.

Successfully demonstrated the following competencies:

• Conduct basic oral communication for social purposes in a language other than English
• Conduct basic workplace oral communication in a language other than English
• Read and write basic documents for social purposes in a language other than English
• Read and write basic workplace texts in a language other than English

The units of competency in the program form Units 1 and 2 for VCE recognition purposes.

Credit will accrue on the basis of 90 nominal hours per VCE unit in the following sequence: Unit 1, 2, 1.

PATHWAYS
• Participants have the opportunity to undertake VCE LOTE studies upon successful completion of Certificate II in Applied Language that has VCE unit 1&2 equivalence. Students who complete this certificate will eligible for two units of credit towards their VCE Units 1 and 2
• Students who successfully complete this certificate can choose to continue their VET learning and to pursue the Certificate III in Applied Language

COST
VET Courses have a materials fee associated with them. Please refer to the separate Officer Secondary College Fee Schedule.
CERTIFICATE III HEALTH SERVICES ASSISTANCE - HLT33115

UNIT DESCRIPTION
Certificate III in Health Allied Services Assistance provides students with the knowledge and skills that will enhance their employment prospects in the Health Industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Health must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

Students who undertake additional training from certificate III and achieve a further Units 3 and 4 sequence may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies)


COST
VET Courses have a materials fee associated with them. Please refer to the separate Officer Secondary College Fee Schedule

CERTIFICATE II ENGINEERING - Unscored - 22209VIC

UNIT DESCRIPTION
Certificate II provides students with the skills and knowledge to undertake an apprenticeship in Engineering trades or with the foundations for Professional Engineering roles. Units 1&2 cover areas in Occupational Health and Safety, Computing Technology, using power and hand tools and basic machining incorporating the use of lathes, milling machine and surface grinder. Depending on the electives chosen the two electives can be from streams in: Fabrication, general engineering, machining and engineering technical.

It provides an overview of engineering, fabricating and electrical components that would be experienced and further expanded on, in a career in the manufacturing, engineering industries.

PATHWAYS
This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

This includes:
• Apprenticeship Fitting and Machining
• Certificate IV in Engineering
• Diploma in Engineering
• Engineering Degree (Mechanical)

COST
VET Courses have a materials fee associated with them. Please refer to the separate Officer Secondary College Fee Schedule
CERTIFICATE III INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (2-Year Study-Scored) - **ICT30115**

**UNIT DESCRIPTION**

Certificate III in Information, Digital Media and Technology: recognition of up to two units of credit at Units 1 and 2 level and a Units 3 and 4 sequence. Students who are able to undertake further training to complete the certificate III in Information, Digital Media and Technology qualification may be eligible for further credit at Units 3 and 4 level.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Information, Digital Media and Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

Where a student elects not to receive a study score for VCE VET Information, Digital Media and Technology, no contribution to the ATAR will be available.

Students who undertake additional training from certificate III and achieve a further Units 3 and 4 sequence may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

**COST**

VET Courses have a materials fee associated with them. Please refer to the separate Officer Secondary College Fee Schedule.

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CERTIFICATE III LABORATORY SKILLS (2-Year Study-Scored) - **MSL30116**

**UNIT DESCRIPTION**

Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Laboratory Skills must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

**COST**

VET Courses have a materials fee associated with them. Please refer to the separate Officer Secondary College Fee Schedule.
CERTIFICATE III SPORT AND RECREATION (2-Year Study- Scored)
- SIS30115

UNIT DESCRIPTION
Certificate III in Sport and Recreation: provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

COST
VET Courses have a materials fee associated with them. Please refer to the separate Officer Secondary College Fee Schedule.
VCAL Program Structure at Officer Secondary College

The VCAL’s flexibility enables the College to design a study program that suits the interests and learning needs of individual Students. Students select an accredited Vocational Education and Training (VET) Study as part of units from the following four compulsory strands of VCAL.

<table>
<thead>
<tr>
<th>VCAL LEVEL</th>
<th>LITERACY &amp; NUMERACY STRAND</th>
<th>PERSONAL DEVELOPMENT STRAND</th>
<th>WORK RELATED STRAND</th>
<th>INDUSTRY SPECIFIC STRAND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate</strong> <em>(Year 11)</em></td>
<td>Literacy Skills in Reading, Writing and Oral Communication. Numeracy Skills for personal, work and social lives. VCE Foundation Maths-OPTION</td>
<td>Delivered through Subject specific work plus project work both at school and within the community</td>
<td>Structured Work Placement (one fixed day per week with an approved employer) plus additional learning in OHS and other workplace skills</td>
<td>Any VET Study Year 1 VCE Industry and Enterprise-OPTION</td>
</tr>
<tr>
<td><strong>Senior</strong> <em>(Year 12)</em></td>
<td>Further Literacy Skills in Reading, Writing and Oral Communication. Further Numeracy Skills for personal, work (especially technical information) and social lives.</td>
<td>Delivered through Subject specific work plus project work both at school and within the community</td>
<td>Structured Work Placement (two fixed days per week with an approved employer) plus additional learning in OHS and other workplace skills.</td>
<td>Any VET Study Year 2 VCE Industry and Enterprise-OPTION</td>
</tr>
</tbody>
</table>
ENGLISH/LITERACY:

The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills. Where literacy units are identified in VET certificates as suitable for literacy skills development, they will need to be consistent with the Literacy Skills purpose statement. Literacy units from one or more accredited certificates may be combined to provide the literacy component of the learning program. ([http://www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

KEY UNITS

- LIT021 Literacy Skills Intermediate Reading and Writing
- LIT022 Literacy Skills Intermediate Oral Communication

Four domains of literacy have been identified as corresponding with these social contexts:

- literacy for self-expression: focuses on aspects of personal and family life, and the cultures which shape these
- literacy for practical purposes: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations
- literacy for knowledge: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
- literacy for public debate: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

The Literacy Skills units are premised on the understanding that effective literacy skills development occurs within social contexts. The application of literacy skills cannot be separated from social context. The overall purpose is to provide an applied ‘real life’ approach to literacy development.

Literacy includes reading, writing and oral communication skills.

PATHWAYS

Literacy Skills Intermediate units:

- Senior level VCAL
- Certificate III in General Education for Adults
- VCE studies
- Certificate III
- VET courses Certificate III FE courses
- School Based Apprenticeships
- Employment.

MATHEMATICS/NUMERACY:

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community. (http://www.vcaa.vic.edu.au)

Students at Officer Secondary College will be encouraged to complete VCE Foundation Mathematics as part of the Intermediate VCAL completion.

Intermediate Certificate

The Intermediate unit looks at mathematics applied to tasks which are part of the students’ normal routine and also outside their immediate personal environment such as tasks (first-hand or simulated) in the workplace and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. At exit Intermediate level, students will be able to attempt a series of operations or tasks with some confidence, select the appropriate method or approach required and communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

KEY UNITS

- NUM021 Numeracy Skills Intermediate

The Numeracy Skills units are designed for use within the Literacy and Numeracy Skills strand of VCAL. Rather than the learning outcomes having as their focus the traditional mathematical areas (number, space and shape, data, measurement, and algebra) the purposes or functions to which the mathematics may be put, are given prominence. The learning outcomes still ensure that the skills and knowledge of the mathematics strands are included but they are arranged under a different organisational structure. The specific mathematical skills and knowledge required are embedded in the learning outcomes and specified within the elements.

Four domains of Numeracy have been identified as corresponding to the domains of self expression, practical purposes, public debate and knowledge identified in the Literacy Skills Reading and Writing units.

- Numeracy for Practical Purposes addresses aspects of the physical world to do with designing, making and measuring.
- Numeracy for Interpreting Society relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- Numeracy for Personal Organisation focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- Numeracy for Knowledge deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

PATHWAYS

Numeracy Skills Intermediate units:

- Senior level VCAL
- Certificate III in General Education for Adults
- VCE studies
- Certificate III
- VET courses Certificate III FE courses
- School Based Apprenticeships
- Employment.

**INDUSTRY RELATED SKILLS:**

Industry Specific Skills Strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. (http://www.vcaa.vic.edu.au)

VCAL units within the Industry Specific Skills Strand.

At Intermediate level of the VCAL, curriculum selected for this strand must be drawn from nationally recognised VET qualifications such as state accredited curriculum or Training Packages.

All students at Officer Secondary College students can select to complete the VCE Industry and Enterprise Units of study and/or complete a recognised VET course as part of their individualised program.

**WORK RELATED SKILLS:**

Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace. (http://www.vcaa.vic.edu.au)

The Work-Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work-related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work-related contexts.

**KEY UNITS**

- WRS021 Work Related Skills Unit 1 (Intermediate)
- WRS022 Work Related Skills Unit 2 (Intermediate)

**PATHWAYS**

The VCAL acknowledges this within the development of knowledge and:

- employability skills that help prepare the individual for employment and for participation in the broader context of family, community and lifelong learning
- skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.
PERSONAL DEVELOPMENT SKILLS:

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- the development of self, social responsibility
- building community, civic and civil responsibility, for example through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society. (http://www.vcaa.vic.edu.au)

The curriculum principles underpinning learning programs include:

- student-centred approaches and decision making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community.

KEY UNITS

- PDS021 Personal Development Skills Unit 1 (Intermediate)
- PDS022 Personal Development Skills Unit 2 (Intermediate)

PATHWAYS

- Senior level VCAL
- VCE studies
- VET courses Certificate III
- School Based Apprenticeships
- Employment.

ASSESSMENT

A range of assessment methods and task types may be used. These include:

- evidence of information and communications technology (ICT), including internet usage, blogs, wikis, podcasts, eportfolios, multimedia presentations and vodcast
- teacher observation and/or checklists
- self-assessment inventories
- physical demonstration of understanding of written or oral text
- a portfolio of accumulated evidence • evidence accumulated through project or program participation
- awards from recognised programs
- oral or written reports and presentations
- oral explanation of text
- written text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing practical tasks
- reflective work journals
- student log book
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